

Chester Park Complex

835 Lancaster Highway
Chester, South Carolina 29706

Grades	PK-5 Elementary School	
Enrollment	261 Students	
Principal	Sandra Lindsay-Brown	803-581-7282
Superintendent	Dr. Barry E. Campbell	803-385-6122
Board Chair	Mrs. Denise C. Lawson	803-581-6224

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	57	24	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Unsatisfactory	No

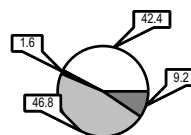
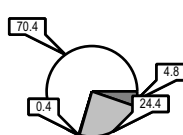
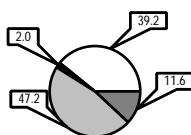
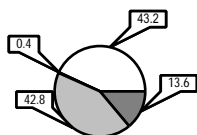
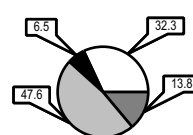
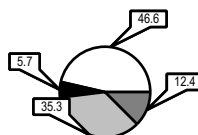
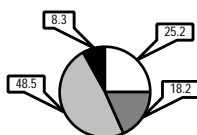
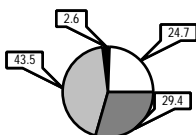
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	254	99.6	42.5	42.5	14.3	0.8	21.0	Yes	Yes
Gender									
Male	126	99.2	42.7	48.4	8.1	0.8	16.1		
Female	128	100.0	42.2	36.7	20.3	0.8	25.8		
Racial/Ethnic Group									
White	75	100.0	25.7	51.4	21.6	1.4	31.1	Yes	Yes
African American	177	99.4	48.9	39.2	11.4	0.6	17.0	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	210	100.0	38.1	45.7	16.2	0.0	22.4		
Disabled	44	97.7	64.3	26.2	4.8	4.8	14.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	254	99.6	42.5	42.5	14.3	0.8	21.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	99.6	42.5	42.5	14.3	0.8	21.0		
Socio-Economic Status									
Subsidized meals	177	99.4	47.7	40.9	10.8	0.6	16.5	No	Yes
Full-pay meals	77	100.0	30.3	46.1	22.4	1.3	31.6		

Mathematics – State Performance Objective = 36.7%									
All Students	254	100.0	38.7	47.4	11.5	2.4	24.1	Yes	Yes
Gender									
Male	126	100.0	36.8	49.6	12.0	1.6	24.0		
Female	128	100.0	40.6	45.3	10.9	3.1	24.2		
Racial/Ethnic Group									
White	75	100.0	28.4	50.0	16.2	5.4	33.8	Yes	Yes
African American	177	100.0	42.9	46.3	9.6	1.1	20.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	210	100.0	35.7	49.0	12.9	2.4	27.6		
Disabled	44	100.0	53.5	39.5	4.7	2.3	7.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	254	100.0	38.7	47.4	11.5	2.4	24.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	100.0	38.7	47.4	11.5	2.4	24.1		
Socio-Economic Status									
Subsidized meals	177	100.0	44.6	46.9	7.3	1.1	16.9	Yes	Yes
Full-pay meals	77	100.0	25.0	48.7	21.1	5.3	40.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	254	100.0	69.6	24.9	4.7	0.8	5.5
Gender							
Male	126	100.0	67.2	28.0	3.2	1.6	4.8
Female	128	100.0	71.9	21.9	6.3	0.0	6.3
Racial/Ethnic Group							
White	75	100.0	54.1	33.8	9.5	2.7	12.2
African American	177	100.0	75.7	21.5	2.8	0.0	2.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	210	100.0	67.6	26.7	5.2	0.5	5.7
Disabled	44	100.0	79.1	16.3	2.3	2.3	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	69.6	24.9	4.7	0.8	5.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	254	100.0	69.6	24.9	4.7	0.8	5.5
Socio-Economic Status							
Subsidized meals	177	100.0	75.1	22.0	2.3	0.6	2.8
Full-pay meals	77	100.0	56.6	31.6	10.5	1.3	11.8

Social Studies							
All Students	254	100.0	41.9	47.0	9.1	2.0	11.1
Gender							
Male	126	100.0	42.4	47.2	8.8	1.6	10.4
Female	128	100.0	41.4	46.9	9.4	2.3	11.7
Racial/Ethnic Group							
White	75	100.0	32.4	51.4	10.8	5.4	16.2
African American	177	100.0	45.8	45.2	8.5	0.6	9.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	210	100.0	39.5	48.1	11.0	1.4	12.4
Disabled	44	100.0	53.5	41.9	0.0	4.7	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	41.9	47.0	9.1	2.0	11.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	254	100.0	41.9	47.0	9.1	2.0	11.1
Socio-Economic Status							
Subsidized meals	177	100.0	45.8	46.9	6.2	1.1	7.3
Full-pay meals	77	100.0	32.9	47.4	15.8	3.9	19.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	275	100.0	19.7	40.9	33.2	6.2	39.4
	4	293	99.7	32.1	49.3	17.6	1.0	18.6
	5	313	100.0	32.9	49.0	16.5	1.6	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	82	100.0	37.0	43.2	18.5	1.2	19.8
	4	90	98.9	41.6	42.7	15.7	0.0	15.7
	5	82	100.0	50.6	43.0	6.3	0.0	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	275	100.0	18.2	60.6	15.7	5.5	21.2
	4	293	99.7	30.0	50.3	14.5	5.2	19.7
	5	313	100.0	29.7	48.7	15.5	6.1	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	82	100.0	34.6	59.3	6.2	0.0	6.2
	4	90	100.0	42.2	38.9	15.6	3.3	18.9
	5	82	100.0	40.5	44.3	12.7	2.5	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	82	100.0	72.8	23.5	3.7	0.0	3.7
	4	90	100.0	66.7	26.7	5.6	1.1	6.7
	5	82	100.0	72.2	22.8	5.1	0.0	5.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	82	100.0	37.0	56.8	4.9	1.2	6.2
	4	90	100.0	36.7	45.6	14.4	3.3	17.8
	5	82	100.0	54.4	38.0	7.6	0.0	7.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 261)				
First graders who attended full-day kindergarten	100.0%	Up from 95.6%	100.0%	100.0%
Retention rate	7.7%	Up from 2.8%	3.6%	3.0%
Attendance rate	94.6%	Down from 97.3%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Down from 4.3%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 3.3%	3.5%	3.2%
Eligible for gifted and talented	6.9%	Down from 7.7%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Up from 7.7%	9.0%	8.2%
Older than usual for grade	0.0%	Down from 1.8%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	62.2%	Up from 56.6%	50.0%	52.6%
Continuing contract teachers	97.8%	Up from 92.6%	84.8%	83.3%
Highly qualified teachers	88.4%	Down from 94.4%	94.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 0.9%	0.0%	0.0%
Teachers returning from previous year	69.6%	Down from 88.0%	86.2%	87.0%
Teacher attendance rate	95.4%	Up from 93.9%	94.8%	95.0%
Average teacher salary	\$42,879	Up 6.6%	\$41,257	\$41,703
Prof. development days/teacher	13.1 days	Up from 9.0 days	13.4 days	12.8 days
School				
Principal's years at school	1.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 17.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	86.7%	Down from 89.4%	89.4%	89.8%
Dollars spent per pupil*	\$5,712	Up 9.4%	\$6,315	\$6,242
Percent of expenditures for teacher salaries*	69.9%	Down from 72.7%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 87.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chester Park Elem. School of Inquiry opened its doors in July 2003. We are a small elementary school housed in a large complex with two other small elementary schools. Now in our second year of existence on a modified school calendar we are home to 555 students (Pre-K-fifth) and 60 faculty members. Our unique calendar allows our students to begin their school year during the summer and extend the year beyond the traditional school closings. It is the belief of the district that increased student learning will result from additional instructional days and a shorter summer vacation.

We also believe that a positive school climate promotes positive results. Our faculty is continuously involved in professional development opportunities and enrichment to create a rich learning environment for our students. As a result of extensive staff development, curriculum revision, and a cooperative effort among all faculty members, we expect to see student achievement increase in all areas.

Our school provides a welcoming and sharing environment for our parents and community. Our PTO and School Improvement Council members are actively involved in planning activities and school improvement. Parents and other volunteers play a vital role in the education of our students. Chester Park Elem. School of Inquiry believes that a positive school climate promotes positive results, our faculty and parents are continuously involved in professional development opportunities and enrichment to create a rich learning environment for our students. As a result of extensive staff development, curriculum revision, and cooperative effort among all faculty and parents, we expect to see student achievement increase in all areas.

At Chester Park Elem. School of Inquiry high achievement for our students is our first priority. Strategies for student achievement include built-in intersession weeks within the school calendar that allow for additional instruction for students. Students are given the opportunity for enrichment classes and remediation assistance during the intersession weeks. We also provide additional steps to success for our students with our On-Site Literacy Coach, After-School tutoring, PACT workshops, Math and Science Family Nights, and Computer Aided Instruction.

Numerous professional development activities occurred throughout the year, which included monthly assistance from the State Department of Education, who guided our faculty through five Language Arts workshops and numerous in-house staff development. Our faculty also received professional development in the assessment tool, Domine. We also utilized MAP (Measure of Academic Progress), which assisted us with analyzing the growth of our students in their performance from Spring to Fall in three major curriculum areas, Language Usage, Math, and Reading.

We appreciate our parent and community volunteers and the impact they have on our school's success. Chester Park Elem. School of Inquiry will continue to work towards improving our instructional program. We seek to ensure that our students have the skills to succeed in the future.

Sandra Lindsay-Brown, Principal and Anthony Commodore, PTO/SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	291	155
Percent satisfied with learning environment	77.8%	86.5%	78.9%
Percent satisfied with social and physical environment	93.3%	80.4%	78.6%
Percent satisfied with school-home relations	66.7%	89.8%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.